**Introduction**

Fulbright College provides a broad and balanced curriculum for all children. A perfectly calibrated Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have additional educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with additional educational needs takes account of the type and extent of the difficulty experienced by the child.

**Aims and objectives**

The aims of this policy are:

* to create an environment that meets the additional needs of each child;
* to ensure that the additional educational needs of children are identified, assessed and provided for;
* to make clear the expectations of all partners in the process;
* to identify the roles and responsibilities of staff in providing for children’s additional educational needs;
* to enable all children to have full access to all elements of the school curriculum.

**Educational inclusion**

Through appropriate curricular provision, we respect the fact that children:

* have different educational and behavioural needs;
* require different strategies for learning;
* acquire, assimilate and communicate information at different rates;
* need a range of different teaching approaches and experiences.

**Teachers respond to children’s needs by:**

* providing support for children who need help with communication, language and literacy;
* planning to develop children’s understanding through the use of all available senses and experiences;
* planning for children’s full participation in learning, and in physical and practical activities;
* helping children to manage their behaviour and to take part in learning effectively and safely;
* helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

**Additional educational needs**

Children with additional educational needs may have learning difficulties that call for special provision to be made or may need higher level of support if they are working well below the levels of the rest of the class. All children may have special needs at some time in their lives.

In our school the Additional Educational Needs Co-ordinator (AENCO) together with the AEN teaching assistant:

* manages the day-to-day operation of the policy;
* co-ordinates the provision for children’s additional needs;
* supports and advises colleagues;
* maintains the school’s AEN register;
* contributes to and manages the records of all children with additional educational needs;
* manages the assessment of the Provision Maps and supports the Class Teachers’ writing new targets
* manages the initial school-based assessment and completes the documentation required by outside agencies;
* maintains resources and a range of teaching materials to enable appropriate provision to be made;
* acts as link with external agencies and other support agencies;
* monitors and evaluates the additional educational needs provision and reports to the Head Teacher;

**The role of the governing body**

The governing body does its best to secure the necessary provision for any pupil identified as having additional educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

**Allocation of resources**

The AENCO is responsible for the operational management of the specified and agreed resources for additional needs provision within the school, including the provision for children with statements of special educational needs.

The Head Teacher informs the governing body of how the funding allocated to support additional educational needs has been employed.

**Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the AENCO assess and monitor the children’s progress in line with existing school practices.

The AENCO works closely with teachers and parents to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the AENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school uses a five-stage model to respond to children’s special educational needs:

* **Stage 1:** the class teacher identifies and consults with the AENCO;
* **Stage 2:** the AENCO takes the lead in gathering information and co-ordinating the provision in school;
* **Stage 3:** the teacher and the AENCO are supported by the Cluster link coordinator;
* **Stage 4:** the LEA considers the need for statutory assessment and may order multi-disciplinary assessment;
* **Stage 5:** the LEA may issue a formal statement of special educational needs.

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

**Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

* understand the relevance and purpose of learning activities;
* experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children’s additional educational needs. Lessons have clear learning objectives and outcomes are differentiated appropriately. We use assessment to inform the next stage of learning. Individual educational programmes are used to supplement learning.

Provision maps, which include individual education plans, employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register are included on the provision map.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-on-one situation outside the classroom.

**Partnership with parents**

A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the additional needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education.

We have meetings each term to share the progress of children with additional needs with their parents. We ask the parents’ permission before making use of any outside intervention.

**Monitoring and evaluation**

The AENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The AENCO hold regular meetings to review the provision for children with additional needs with the class teachers. The AENCO and the named governor with responsibility for additional needs also hold termly meetings.

The Governing Body reviews this policy annually.